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ABSTRACT

This report reviews and summarizes a pilot program in Tennessee to assist Negroes in obtaining administrative positions in integrated school systems within the State. Five trainees were involved in the 1-year program. The review covers activities related to developing the proposal, the program purposes, the publicity and recruitment efforts, and the qualifications of fellows accepted into the program. Included are data concerning program dimensions of course work, conferences attended by fellows, visits to other schools, internships in the fellows' home school districts, budgetary considerations, program evaluation, and the observable impact of the program on the University of Tennessee Department of Educational Administration and Supervision. (Some correspondence in Appendix A may reproduce poorly because of marginal legibility. Appendix H [newspaper clipping copies] has been eliminated because of nonreproducibility.) (Author/MLF)

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DEVELOPMENT AND IMPLEMENTATION OF A PILOT PROGRAM TO PREPARE NEGRO ADMINISTRATORS FOR TOP LEVEL LINE POSITIONS

A Final Report

To the

Southern Education Foundation

By

Francis M. Trusty

Project Director

December 1970

Department of Educational Administration and Supervision

College of Education

The University of Tennessee at Knoxville

Knoxville, Tennessee

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PART I

Introduction

This report to the Southern Education Foundation reviews and summarizes the program supported by Grant Number 68-69:47, Development and Implementation of a Pilot Program to Prepare Negro Administrators for Top Level Line Positions. The report will review activities related to developing the proposal, the purposes of the program, publicity and recruitment efforts, the Fellows accepted into the program, program dimensions--including course work, conferences attended by Fellows, school visitations, back-home internships, budgetary considerations, program evaluation, and the observable impact of the program upon the EA&S Department. Finally, a number of documents will be included in the appendices to provide specific data which might be of interest to the Southern Education Foundation.

Development of Proposal

On August 4, 1967, John A. Griffin invited Dr. E. C. Merrill, Jr., Dean of the College of Education at the University of Tennessee, to discuss the possibility of developing a "small pilot program" to train young Negroes for responsible administrative positions in quality integrated schools. The Pilot Program for Preparing Negro Administrators, Grant Number 68-69:47, was a direct outgrowth of that invitation. In a memorandum dated August 8, 1967, Dean Merrill invited Dr. Trusty, newly appointed Head of the EA&S Department, and members of the Department to develop a proposal which could be submitted to the Southern Education

Foundation. Dr. Larry Hughes was requested to chair a Departmental committee for the purpose of developing a proposal. This committee met throughout October and November of 1967 to exchange ideas and make decisions regarding the nature of the proposal to be submitted. On December 8, 1967, three copies of the formal proposal were submitted to the Southern Education Foundation for approval. Following subsequent conversations with SEF officials, revisions related to the program components and budgeting items were made and on March 1, 1968 the University of Tennessee was notified that the Pilot Program had been funded in the amount of $36,500 for the period June 1, 1968 through August 31, 1969. Dr. Francis M. Trusty was asked to assume responsibility for directing the Pilot Program.

Major Concerns about Administrative Leadership

The EA&S Department, stimulated in part by the suggestions and support of SEF welcomed the opportunity to explore the possibility of better preparing competent Negroes for responsible positions in educational administration. The proposal stated, "Effective solutions to the problems facing the institutions of education and society in general require better utilization of the leadership talent reservoir that exists within the education profession."[1] It was further recognized that the typical preparation program was unsuited to adequately prepare Negroes for administrative leadership positions. More in the way of

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[1]Development and Implementation of a Pilot Program to Prepare Negro Administrators for Top Level Line Positions (A proposal submitted to the Southern Education Foundation), p. 1.

innovative programs would be needed. To this end a program featuring unique components based on principles from the behavioral sciences would be developed. The lack of cooperative working relationships with school districts was also a concern, especially as it related to the recruitment, selection, development and placement of Negroes. A need existed to develop the kind of partnership which would facilitate each of these functions to the benefit of the Fellow, the University, and the school district.

These three concerns affected positively the development and implementation of the Pilot Program.

Purpose of SEF Pilot Program

The Pilot Program attempted to provide a " . . . basis for more efficient and effective deployment of Negro administrators or Negroes with administrative leadership potential within complex, integrated school systems in the State of Tennessee."[2] The program hoped to achieve this goal through cooperating with school districts in selecting promising Negro talent, developing their competencies by involving them in a unique behavioral science based program and by placing them in selected responsible administrative positions in their home school districts. In this way, it was hoped to initiate a trend which would effectively utilize the untapped potential of Negro educators, improve the quality of administrative leadership in participating school districts

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[2]Development and Implementation of a Pilot Program to Prepare Negro Administrators for Top Level Line Positions (A proposal submitted to the Southern Education Foundation), p. 3.

and simultaneously stimulate the improvement of EA&S preparation programs. Participating Fellows would receive a post-master's degree and subsequently increase the visibility of Negro role models in integrated school districts.

Recruitment and Selection of SEF Fellows

The identification of potential Fellows presented the first problem. Letters were sent initially to superintendents of the fourteen largest school districts in Tennessee inviting them to consider nominating a candidate for the SEF Pilot Program[3] and requesting an opportunity for the SEF Pilot Program director to discuss the program in detail with them. Simultaneously the program was announced at State and regional professional meetings of Tennessee administrators. An announcement of the program was released to the press media for publication. Such announcements were numerous and appeared in newspapers throughout the State of Tennessee.[4] Although numerous follow-up meetings were held with superintendents and in some cases with the board of education, affirmative support in the form of nomination of prospective Fellows was limited. In addition, most superintendents who agreed to nominate candidates were reluctant to commit their district to re-employing the candidate in a position of administrative leadership upon completion of the program. A sample of the University-district agreement form is included in Appendix D. In some cases, superintendents failed

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[3]Sample letter in Appendix A.

[4]A copy of these press clippings appear in Appendix H.

to respond to the initial inquiry letter and subsequently refused to identify or nominate potential Negro administrators.

The proposal approved by SEF provided for five SEF Fellows, of which three were to be Negro. Only the presence of this option (black or white) made it possible for the Director to discuss the proposal with at least one urban board of education. At the conclusion of all recruitment efforts, a total of four Fellows had been selected. The four Fellows were Mr. Jacob Dargan (black), Chattanooga City Schools; Mr. Sammie Lucas (black), Shelby County Schools; Mr. Leo Cooper (white), Knoxville City Schools, and Mr. James Prince (white), Knox County Schools. It was not until March 1969 that a fifth SEF Fellowship was awarded to Mr. Houston Conley (black), Chattanooga City Schools. To facilitate the completion of his program the project was extended from August 1969 to June 1970.

Publicity about the program generated considerable interest among black educators. The unwillingness of top administrators, especially in the urban centers, to participate in the Pilot Program precluded many such interested persons from participating in the program.

In retrospect, one of the urban districts which refused to participate in the program was faced with charges from the black community that the district had insufficient black administrators at the top level of administration. This concern subsequently resulted in massive absenteeism of students from school.

Application materials were distributed to nominated candidates, completed, and filed with the Graduate School for review by the EA&S

Department. The Director had a personal meeting with each applicant. The results of this interview became a part of the application and was considered along with other data including the results of the Graduate Records Examination, the Ohio State Psychological Examination, the Rokeach (Open-Closed Mind) Scale, and transcripts of graduate and undergraduate course work. From this procedure four Fellows (two black, two white) were accepted into the Pilot Program.

In late July 1967, one of the Fellows, Mr. Jacob Dargan, from Chattanooga, Tennessee was killed in an automobile accident. Mr. Charles Martin, Superintendent of Chattanooga City Schools, nominated Mr. Wendell Collins to replace Mr. Dargan in the Pilot Program. Mr. Collins was accepted as an SEF Pilot Program Fellow beginning with the Fall Quarter 1968.

One aspect of the selection process, identified in the proposal, i.e. to involve Negro community leaders in identifying potential Fellows was attempted but unsuccessfully so. One candidate identified through this process was not supported by the superintendent and was not subsequently nominated by him.

Characteristics of SEF Fellows

SEF Fellows represented a wide range of talent and a diversity of experience and interests. The youngest Fellow was 33 years old with the oldest being 40. Experience varied from eight years of teaching to fourteen. Teaching areas represented by the Fellows included elementary education, vocational agriculture, business education, physical

education, social studies, science--including earth science, biology, physics, and chemistry and history. Positions of Fellows at the time of their acceptance into the Pilot Program included elementary teacher, elementary supervisor, high school teacher and coach, high school principal, and high school teacher. Fellows came from schools with less than 400 students enrolled to over 1,600 with racial compositions between 99 percent white to 100 percent black. Poverty levels of the schools in which Fellows taught varied from 5 percent to 60 percent. Colleges represented in undergraduate preparation programs were Tennessee A & I, Alabama A & I, Furman University, Morehouse College, and Mars Hill College.

Fellows were concerned with problems of race, education and administrative leadership. Wendell Collins' thesis was entitled "A Comparative Study of Cultural Activities of Negro and White Children of High and Low Socio-Economic Status."[5] Houston Conley reflected his concern in a research paper presented to the UT Sociology Department about the progress of race relations in Chattanooga entitled "Chattanooga: Meek, Mild, and Militant."[6] Leo Cooper responded to a question in his qualifying examination with the statement, "If integration is to become a total reality, the worth and dignity of every individual must

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[5]Wendell Collins, "A Comparative Study of Cultural Activities of Negro and White Children of High and Low Socio-Economic Status."(Unpublished Master of Science thesis, The University of Tennessee, Knoxville, 1969).

[6]Houston Conley, "Chattanooga: Meek, Mild, and Militant." (Unpublished research paper presented to Dr. William E. Cole in Sociology course 6840, The University of Tennessee, 1969).

be recognized. The white community must realize that the Negro student is a maturing, sensitive person. He wants to be accepted for what he is and for what he can become."[7] Wendell Collins stated the following belief: "As an administrator, I would seek to involve students in affairs of the school. I would constantly try to provide relevant educational experiences for the students. I would look upon dissent as a healthy response to human problems."[8] Sammie Lucas expressed point of view in his qualifying examination which stands apart and worthy of reflecting the goals of the Fellows as they entered the program. He said, "My attitude toward people is the same regardless of their affiliations. I strongly believe that a person does as best he knows how. If he hates, he has learned to hate; likewise he may learn to love."[9]

These then were the SEF Fellows for which an innovative program had been planned and which would be implemented over the next two years.

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[7]Leo Cooper, "Qualifying Examination" (for the Department of Educational Administration and Supervision, The University of Tennessee, 1969), p. 14.

[8]Wendell Collins, "Qualifying Examination" (for the Department of Educational Administration and Supervision, The University of Tennessee, 1969), p. 10.

[9]Sammie Lucas, "Qualifying Examination" (for the Department of Educational Administration and Supervision, The University of Tennessee, 1969), p. 3.

PART II

Design of SEF Pilot Program

Introduction

The SEF Pilot Program was designed to provide a variety of experiences, including graduate study, administrative responsibility, supervised field activities, experience-based learning, and extensive travel. The program was conceptualized as beginning with the development of a foundation or base of understanding, proceeding through the processes of educational administration and ending with a series of integrating experiences. The Foundation program was scheduled for the Summer of 1968. The process component occupied the Fall, Winter, and Spring Quarters 1968-69 and the Summer of 1969 was intended to integrate the experiences of the Fellows. In practice, the program provided for continuous interaction between learning and doing.

Foundation Phase

The foundation phase involved first an orientation session in which SEF Fellows were exposed to the broad outlines of the forthcoming program. Their first major exposure to the program was involvement in a two-week human relations laboratory. It was the purpose of this laboratory to provide each fellow with a better awareness of himself and the effect of his behavior upon others. An attempt was made to sensitize him to the verbal and non-verbal cues important to effective communication. This was achieved in large measure through eliminating

typical restrictions and structures which people live with in group settings. The development of new norms and the impact of those new norms greatly enhanced each fellows understanding of his own strengths and weaknesses in the area of communicating effectively with others.

The second major component of the foundations phase was related to a seminar on personnel problems conducted by the SEF Director. This was a two-week experience in which each Fellow explored unique personnel problems, read widely in the field of personnel policies and practices, and shared this information in seminar type discussions with other SEF Fellows and the Director.

A third foundation phase included the humanities seminar. This month-long all-day seminar was oriented toward two pervasive questions: "How does man communicate?" and "Who or what is man?" A diversity of reading materials were used and many different experiences provided the Fellows. Readings included WALDEN TWO, MALCOM X, Plato's APOLOGY, SOUL ON ICE, THE PRINCE, DARK GHETTO, A MAN FOR ALL SEASONS, Martin Luther King, Jr.'s "Letter from the Birmingham Jail," THE STRANGER, I AND THOU, CIVIL DISOBEDIENCE, and others. People from art, music, literature, architecture, and drama were involved in the seminar. Participants visited the University of Tennessee's Hunter Hills Theatre and enjoyed the plays being presented.

Upon completion of the humanities seminar, each Fellow returned to his home district to participate in a back-home internship. This internship was oriented toward providing him with an overall view of administration and school district organization. It was hoped through this

exposure that each Fellow upon returning to his district would have a better working knowledge of the total functioning of the district than prior to participating in the program. During this back-home phase, each Fellow maintained a diary of his daily activities. A few diary excerpts offer insight to the Fellow's participation during this phase:

Saturday, August 17, 1968

"Mr._____, the assistant principal, the secretary and I met at Shadowlawn to prepare orientation packages for each teacher (returning or new). We had only 13 teachers returning from last year, three white and ten Negro including two special education teachers. There will be 29 new teachers, 22 white and 7 Negro. A total staff of 42 teachers.

Thursday, August 22, 1968

"Met new teacher at Powell and introduced him to principal and other teachers present. Principal and teacher then had private session. Attended staff meeting at Knox County Board of Education in the afternoon with superintendent presiding. Problems concerning opening of schools discussed. Met with physical education supervisor and discussed graduate assistant's role in program for the coming year. Only three assistants are available at this time for 14 elementary schools. Schools with gymnasiums will be given first preference and other schools will use classroom teachers to help conduct games and other parts of program."

Sunday, August 25, 1968

"I attended a human relations conference for teachers of desegregated schools in the city schools. The meetings were divided between a morning general meeting and smaller discussion groups. The conference was very productive in creating some dialogue between the groups."

Friday, August 30, 1968

"I attended the joint city-county teachers meeting. This meeting is an annual joint inservice meeting before the opening of school. The speaker for the meeting was a Mr._____ from Georgia. He is vice president of a savings and loan company. The title of his speech was "What's Happened to the Spirit of America." The speech was very much on the order of a George Wallace speech. During his speech about 200 or more teachers walked out on the speaker, both Negro and white teachers. The speech did a lot to hamper the results of the human relations conference. The superintendent has come under fire from some elements in the city. The speaker was chosen by the county this year."

Wednesday, September 11, 1968

"Discussed with Mr. Clapp the progress I had made and the experiences I have had these past three weeks. Commented on conference held Tuesday with Dr. Doyle, Dr. Trusty, Mrs. Patterson, and Mr. Clapp and discussed working in district

this fall when feasible. I am to contact the superintendent's office after fall scheduling to inform them when I can work. This will be for one half day or longer per week, depending on classes at the University. Discussed fall principals' conference and planning necessary for the three-day activity. Superintendent's running for re-election this summer hampered this planning somewhat. Another question raised here: 'Is this means of selecting superintendents feasible when it interferes with the operation of a school district?' Answer to this question will differ in Knoxville according to value put on school system favored."

Thursday, September 12, 1968

"The fourteenth annual Knox County Principals' Conference met at Gatlinburg, Tennessee with the theme of 'Dissent--Decision--Direction.' Dr. Francis Trusty of the University of Tennessee delivered the keynote address entitled 'Educational Leadership and the Social Revolution.' The theme of the keynote address stressed the need for a new breed of school administrator for the purpose of making education more effective under changing social conditions in America."

Administrative Processes Phase

This phase of the SEF Pilot Program included the Fall, Winter, and Spring Quarters of the academic school year 1968-69. During the Fall Quarter, SEF Fellows participated in a visitation program to exemplary

school districts, took course work in the area of educational psychology, research techniques, electronic data processing, and a behavioral science seminar emphasizing the social and psychological aspects of educational administration. Because of previous course work and experiences, the program for each SEF Fellow differed slightly although the general emphasis remained the same.

Several field trips were scheduled to expose SEF Fellows to current desegregation and integration efforts. One field trip lasted five days and consisted of visits to outstanding educational programs in Memphis, Tennessee; University City, Missouri; and Lexington, Kentucky. An orientation program was presented in each school district the evening prior to visiting the school system. Fellows talked with teachers, students, and administrators regarding the program and efforts to achieve racial integration in the various programs.

Another field trip consisted of a visit to the Tennessee State Department of Education on October 17-18, 1968. The trip offered Fellows an excellent opportunity to gain some insight as to the function of the equal educational opportunities program of the State Department. State Department personnel who participated in the briefing sessions with SEF Fellows included: Dr. H. R. Ramer, Assistant Commissioner; Dr. R. E. Brinkley, Deputy Commissioner; Dr. R. K. Sharp, Coordinator of Equal Educational Opportunities Program; Dr. J. E. Cox, Director, Division of Instruction; Dr. J. H. Smith, Provost Academic Services; and Dr. W. C. Nowell, Director, School Psychological Services. Other conferences participated in by individual SEF Fellows during this

current academic school year included a visit to the U. S. Office of Education, participation in a human relations survey of the Denver Public Schools, a Conference on Adult Education, the National Conference of Professors of Educational Administration, and participation in the Southern Regional Conference on Educational Administration representing newly invited black members of the educational administration profession.

During the Fall Quarter each Fellow enrolled in a course entitled "Problems in Lieu of Thesis" and it was during this period of time that each Fellow developed a paper related to the theme of the humanities seminar conducted during the first phase of the SEF Pilot Program.

During the Winter Quarter SEF Fellows participated in a number of new experiences. These included attending the National Secondary School Principals Conference in San Francisco, participating as group members in selected field studies and team surveys, continuation in the behavioral science seminar, and participating in a core program featuring team teaching. This core included emphasis upon elementary and high school curriculum development, supervision of instructional programs, and problems in educational leadership related to organizational structures and administrative practices. The core program also provided Fellows with additional opportunities to visit selected but closer school districts whose programs were seen as unique and innovative. The second problems paper completed during the Winter Quarter dealt with an analysis and diagnosis of the community and its ability to support quality education in the Fellow's home school district.

The Spring Quarter 1969 provided different experiences for the SEF

Fellows. In addition to a third problems paper which completed the writing requirements for the advanced degree (Ed.S.), Fellows participated in activities of the Equal Educational Opportunities Planning Center directed by Dr. Frederick Venditti and located in the Department of Educational Administration and Supervision. Fellows took specific courses related to tasks of administration. These included administration of a school, school law, school finance, and the continuing behavioral science seminar. During this quarter the behavioral science seminar emphasized additional concepts related to political science, economics, anthropology, and community relations and administrative practices. In addition, a race relations seminar was a part of the overall course work completed by SEF Fellows.

Specific courses which appeared oriented toward problems of racial minorities were taken by individual SEF Fellows. Among these courses were the following: Sociology 4510, Urban Society; Sociology 4820, American Minority Ethnic Groups; Sociology 4320, Urban Problems; Sociology 4310, Deviant Social Behavior; and Sociology 5420, Social Theory.

At the conclusion of the Spring Quarter 1969, all Fellows returned to their home school districts for a second back-home internship. This intern period was intended to provide the SEF Fellow with an opportunity to explore in depth the administrative role he would perform upon returning to his district upon the conclusion of most of the formal course work in which the Fellow participated and prior to the final series of integration activities scheduled for the summer session of

1969. Visits to home districts were scheduled by the Director to meet with back home supervisors and the SEF Fellow to explore his forthcoming administrative assignment.

Integration Phase

The integration phase of the SEF Pilot Program took place during the 1969 summer session. It included a series of special experiential oriented activities including problem solving, team decision making, and the development of an innovative project for implementation in the back-home school district. These activities were provided for in a series of experiences conducted under the heading of Simulated Decision Making, conflict management seminar, and SEF Fellow conferences.

Supervisory staff members from the back-home school district were invited to participate in the on-campus phase of this summer session. Efforts were made to provide the SEF Fellow with opportunity to work closely with his back-home supervisor in developing common approaches to current administrative and educational problems through team decision making exercises involving simulated materials. Back-home supervisors were also involved in the conflict management seminar through which it was hoped SEF Fellows would develop techniques capable of sustaining them in their persistence to being about change in back-home districts in spite of anticipated community and school opposition to projected innovative plans.

At the conclusion of the summer session, SEF Fellows were eligible to receive the Ed.S. degree in the Department of Educational Administra-

tion and Supervision. Two of the five SEF Fellows (Sammie Lucas and Houston Conley) have chosen to apply for admission to the Ed.D. degree program in educational administration and supervision. Currently, they are rapidly approaching the terminal point in the advanced degree program and it is anticipated that they will receive their Ed.D. degrees no later than the end of the 1971 Winter Quarter.

PART III

Student Library

Throughout the course of the SEF Pilot Program Fellows were encouraged to acquire a library which would facilitate their own exposure to a variety of concepts and problems related to racial integration and advanced practices in school administration. To assist in this endeavor, Fellows were provided opportunities to buy paperback and hardback books for their own personal library. In addition, a library consisting of appropriate magazines were secured for a Departmental library. SEF funds in addition to other funds available to the Department assisted greatly in developing this Departmental library available to SEF Fellows. A listing of the books purchased by SEF Fellows is contained in Appendix E.

Evaluation of SEF Pilot Program

Subsequent to the Southern Education Foundation's approval of a grant to the Department of Educational Administration and Supervision, University of Tennessee, the Department submitted to the U. S. Office of Education under the Experienced Teacher Fellowship Program a proposal similar to the one submitted to the Southern Education Foundation. This proposal was funded. It made possible the development of many components contained in the SEF proposal. The Experienced Teacher Fellowship Program provided a stipend for twenty experienced teacher fellow participants. This provided a base for a more effective program through the merger of SEF Fellows and ETFP Fellows program

components initially designed for the SEF proposal and subsequently, with some modification, incorporated into the Experienced Teacher Fellowship proposal. At the end of the SEF Program and the Experienced Teacher Fellowship Program an evaluation was conducted. This evaluation incorporated both SEF Fellows and Experienced Teacher Fellows evaluations. This evaluation is reported in Table I.

One way of evaluating the results of the SEF Pilot Program to Prepare Negro and White Educators for Top Level Administrative Positions is to identify where SEF Fellows have been placed upon completion of the program. As indicated earlier in this report, several superintendents were very reluctant to give any assurances of subsequent advancement of SEF Fellows to higher level administrative positions. Nevertheless, some progress can be reported. Mr. Wendell Collins became Principal of the Glenwood Elementary School in the Chattanooga Public School District. He was interviewed by school system administrative personnel in competition with other applicants for the position he subsequently received. Although the youngest and least experienced of the SEF Fellows, he received his appointment and has subsequently performed in an outstanding manner as reported by members of his faculty and central office administrators in the Chattanooga Public Schools.

Mr. Leo Cooper, formerly a high school teacher and coach for the Knoxville City Schools, received appointment as Principal of West High School for the Knoxville City Schools. This was a delicate appointment inasmuch as the retiring principal had been there for many years and the faculty was seen as conservative, not oriented toward innovation,

TABLE I

An Evaluation of Program Components by Mean Score and Rank of Means as reported by SEF Fellows and Experienced Teacher Fellowship Fellows.[1]

PROGRAM COMPONENTS	MEAN SCORES	RANK OF MEANS
Ed. Psych.	3.9	1
Res. Techniques	13.6	16
Elec. Data Proc.	16.6	18
Beh. Sci. I; Social & Psych. Forces	8.2	7
School Planning Lab	13.2	15
Visits to Schools	8.0	6
Beh. Sci. III; School & Community	8.6	8
Sch. Adm.; Desegregation	10.4	12
Developing and Supervising the Curric.(K-12)	7.8	5
Beh. Sci. II; Poly. Sci. & Economics	11.3	13
Interp. of Res.	14.5	17
Law & Finance	8.9	9
Simulation: Conflict Resolution	11.8	14
Hum. Rel. Lab	4.5	3
Intro. Ed. Adm.	9.5	10
Humanities	4.4	2
Internships	10.3	11
Problems Papers	5.4	4

[1]This Table was adapted from Table I as reported in UCEA Newsletter, Vol. XII, No. 1, p.8, October, 1970. Published by the University Council for Educational Administration.

and yet the community was demanding considerable improvement in the quality of instruction and a strong desire to improve the prestige and status of their school. The school has accepted an increased number of black students which has required additional tact and diplomacy on Mr. Cooper's part in effecting a smooth transition while upgrading the educational program. Mr. Prince, formerly a basketball coach and high school teacher, has been employed as Principal of Halls Elementary School for the Knox County Schools. He is reported to be doing an outstanding job although the school is not faced primarily with integration type problems.

Mr. Sammie Lucas, formerly a principal of an all black high school in Shelby County, Tennessee, was given little, if any, assurance of higher placement in the Shelby County School System. He was assured that he could return to the school district as a high school principal. However, Mr. Lucas applied for and was admitted to the advanced degree program (Ed.D.) in the Department of Educational Administration and Supervision. Mr. Lucas will be completing his doctorate very shortly. He currently is and has been functioning as Associate Director of the Equal Educational Opportunity Planning Center located here at the University of Tennessee. Mr. Lucas is assigned to the Western part of the State of Tennessee. Upon completion of his advanced degree program, he will have several opportunities for employment. Among these is a central office administrative position for staff development in the Nashville Metro School System. He has also been approached regarding positions with faculty rank at a number of universities. He currently

holds rank as an Assistant Professor of Education for the University of Tennessee at Martin.

Mr. Houston Conley, the last SEF Fellow to be admitted to the program, has returned to the city schools in Chattanooga as an ombudsman for the school district with broad responsibilities for improving race relations. He has functioned admirably in critical situations at Brainerd High School where the school was closed each week for three consecutive weeks during the 1969-70 academic year because of racial violence. His talents have also been recognized by Peabody College where he functions as a Conant Professor. He is currently involved in teaching courses at Peabody two days a week. He will also receive his Ed.D. degree shortly.

The interest created by the SEF Pilot Program among black educators and indeed with white administrators continues to facilitate our recruitment of qualified black candidates for degree programs in educational administration and supervision. There have been changes in faculty attitude regarding black student involvement in Departmental affairs. On each occasion when students have been given the opportunity to nominate representatives from among graduate students to participate in Departmental meetings and Departmental functions, black students have been among those chosen.

Possibly as a result of the Director's involvement in the SEF Pilot Program, he has been invited to participate in a number of inservice education programs concerned with improving black-white relations in public school districts. If so, this has led to requests for involvement in the public schools of Chattanooga, Nashville, Knoxville, Knox

County, Oak Ridge; Louisville, Kentucky; Peoria, Illinois; Houston, Texas and recently New Orleans. He was also invited to participate in the second all black elected officials conference held in Atlanta, Georgia.

Several doctoral students in the EA&S Department have developed dissertation proposals growing out of their awareness to improve black-white relations in school districts. The SEF Director has served as chairman of some of the faculty committees advising students working on these dissertations.

A major result of the SEF Pilot Program has to do with the stimulation it provided the Department in developing the Experienced Teacher Fellowship Program. This program directly incorporated components of the SEF Pilot Program. As a result of the thrust developed by successive funding of the Experienced Teacher Fellowship Program, a major breakthrough was achieved in initiating new program components within the EA&S Department. New elements of the EA&S program include a humanities seminar, sensitivity training, team teaching, a behavioral science seminar, increased attention to field activities, greater use of experiential based learning activities, more selective involvement of graduate students in unique service activities carried on by faculty members, and a greater commitment on the part of faculty and students to insure that the program provides administrative competence for program participants as well as administrative knowledge and understanding.

The Department, along with the College and the University, has

benefited from the increased visibility of our program as a direct result of the unique efforts which were initiated with the SEF Pilot Program proposal. Much credit needs to be given to Mr. John Griffith for stimulating the University of Tennessee College of Education to develop this new and innovative approach to the preparation of educational administrators. That approach is not limited to racial considerations alone but that in itself has been a major part of our concern in developing new programs.

Materials which provide greater insight and depth to program components are contained in the appendices.

Recommendations

It is recommended that the Southern Education Foundation continue to support innovative and potentially exemplary projects which can make a difference in the area of race relations. Such projects might take the form of stimulating a department of educational administration and supervision to more forcefully face up to its responsibilities in the area of preparing Negro educators for responsible positions in the field of education. Funding innovative proposals by school districts for identifying and recruiting able Negroes from among its qualified personnel for positions of administrative and teaching responsibilities would seem to be in order. Perhaps conferences aimed at facilitating dialogue within school districts of this very issue would be worthwhile.

The difficulty encountered in this project in securing a commitment from school districts to assign younger black administrators to

top positions of administrative responsibility suggests the need to better identify black candidates which have a higher potential for being appointed to such positions. Perhaps a grant to some agency capable of marshalling community resources to function as an advisory body in personnel matters to local boards of education would facilitate the identification and subsequent training and appointment of high potential Negro educators to positions of authority and responsibility.

Finally, it is recommended that the Southern Education Foundation, where possible, support programs of preparation which have evidenced a commitment to the development of actual skills needed in the practice of administration as well as in the transferring of knowledge about education and administration.

APPENDIX A

SAMPLE OF CORRESPONDENCE

SEF
SINCE 1867

SOUTHERN EDUCATION FOUNDATION
811 CYPRESS STREET, N.E., ATLANTA, GEORGIA 30308 / 875-0279

EXECUTIVE DIRECTOR

August 4, 1967

Dr. E. C. Merrill, Jr.
Dean
College of Education
University of Tennessee
Knoxville, Tennessee 37916

Dear Pete:

Ginna Frank has told me of her very useful visit with you, and of the time and consideration that you and your staff gave to her. Both she and I appreciate this, and I hope to be able to spend a similar time with you soon.

I will be writing you in September a more general letter about a range of SEF concerns, but one of the specific matters which she discussed with you is of great interest to us, and I write now in the hope that you may be able to give some immediate thought to the question.

You are familiar with (and have yourself been responsible for) some of the areas in which SEF has tried to support the increasing effectiveness of Negro school administrators, through the principals and supervisors workshops, and some aspects of the fellowships and internships. We feel that there is still a large task ahead not only in the acceptance of Negro administrators in integrated settings, but in the design of training programs more relevant to problems of educating Negro children in settings of rural or urban poverty.

We hope to begin a small pilot program to develop a style of individual training, linked to commitments on the part of school boards and superintendents, which will before long place in responsible positions young Negroes who are specifically trained to develop quality integrated schools--or perhaps simply quality schools in racially isolated situations where that may still be inevitable.

We expect to work out some such programs in Georgia next year, and would be pleased if you would take the initiative in Tennessee. The elements of such a plan would be:

1) a commitment by a school system to follow through on placing a Negro administrator, preferably one already in the system, in a senior staff position such as principal of a truly integrated school, assistant superintendent, director of personnel for a system, etc. Our concern is that these positions reflect seniority and responsibility for some total aspect of a system.

2) a training program which would give the selected individual the formal qualification he needs for 6th year certification and membership in AASA, or perhaps a full degree.

3) an additional more flexible and personal aspect of the program which would provide an opportunity for the individual to think through the problems of race and education, and to gain experience in a situation of real quality, perhaps in an experimental school program outside the South. This might have several different components, including variations on desegregation institutes, sensitivity training, or participation in field projects outside the normal area of education.

This of course cannot be done on any massive scale, but if you can identify school systems which share your interest and commitment, and encourage them to identify such individuals who are young enough to gain full advantage from this training, we feel that some significant results may follow.

I understand that you would welcome an opportunity to explore such a program, and hope that you will let me know by October 1st whether you wish to work with a few such individuals on grants which we would begin during the summer or fall of 1968. By that time also, you may have located some specific individuals, and can suggest the general style of training, and the cost.

I know that there will be other areas of your developing programs which you will want to discuss with us, and hope that you will feel free to bring them up at any time. As Ginna indicated to you, I do not plan this year to depend on the Fall Conference to begin discussing new program areas. I plan to write generally to those university representatives who have

worked so effectively on the fellowship program, to convey our hopes for new directions in administrator and teacher training, specifically related to better education for disadvantaged Negro children.

In the meantime, I would welcome your own general ideas on this subject, and any specific proposals you may wish to make.

With best wishes.

Sincerely,

John A. Griffin

JAG:jj

34

THE UNIVERSITY OF TENNESSEE
COLLEGE OF EDUCATION
KNOXVILLE, TENNESSEE 37916

OFFICE OF THE DEAN

August 8, 1967

TO: Dr. Francis M. Trusty

FROM: E. C. Merrill E. C. M.

SUBJECT: Attachment

You will find attached to this memorandum a letter from Dr. John A. Griffin, Executive Director, Southern Education Foundation. The letter is reasonably self-explanatory. Mrs. Virginia Frank visited with us as a representative of the Foundation recently. During her visit, we had an opportunity to explore interests of the Foundation and apparently she has reported to him concerning the possibility of a pilot program to develop Negroes for positions in administration.

I am sending a copy of this memorandum and Griffin's letter to Dr. Graff with the request that he circulate it to members of the Department. After some preliminary thought on this, the Department should be able to shape up a brief proposal in minimal time. As a matter of fact, I would be in favor of drafting a tentative proposal and inviting Griffin here to discuss it prior to the October 1 deadline.

In the meantime, I will respond to the letter and express an interest. This should provide adequate holding action until you and your department can come to grips with it.

I am requesting that a copy of this memorandum and the letter be sent to you at your forwarding address, but another copy will wait for you here in the event the forwarded copy does not reach you.

Larry Hughes is here and getting settled. The physical changes in the suite have just about been completed. This will provide a reasonably good office space for everyone holding rank in the Department with the exception of Aldmon and Venditti.

Don't hesitate to let us know if we can do anything for you. We are anxious to hear about your summer and what it has meant to you.

ECM/bl
Attachment

cc: Dr. Orin B. Graff

SOUTHERN EDUCATION FOUNDATION
811 CYPRESS STREET, N.E., ATLANTA, GEORGIA 30308 / 875-0279

EXECUTIVE DIRECTOR

March 1, 1968

68-69:47
Grant Number

Dr. Francis M. Trusty
Associate Professor and Head
Department of Educational Administration and Supervision
The University of Tennessee
College of Education
Knoxville, Tennessee 37916

Dear Dr. Trusty:

I am pleased to inform you that the Board of Directors has approved your grant application for funds for the Development and Implementation of a Pilot Program to Prepare Negro Administrators for Top Level Line Positions.

Thank you for sending the revised budget. As you requested we shall arrange for payments to be made in five parts. Since your program will not get underway until June 1, the first payment of $7,500 will be sent to you May 15, the second payment of $8,500 by July 15, 1968, the third payment of $8,500 by November 15, 1968, the fourth payment of $8,500 by March 15, 1969, and the fifth payment of $3,500 by June 15, 1969. Since this grant covers a 15-month period, $30,000 will be taken from our 1968-69 budget (68-69:47) and $6,500 will be a pre-payment from our 1969-70 budget.

The funds are to be expended as outlined in the attached budget with the understanding that reasonable changes may be made.

I would appreciate your making a report to us in writing about October 15, and a complete report at the end of the project

itself. We will of course be in touch frequently I hope, and one or more staff members will visit your program from time to time.

You are to be commended on this comprehensive and thoughtful plan, and we are delighted to be able to contribute to its success.

Sincerely,

John A. Griffin

JAG:jj
cc: Dr. E. C. Merrill

March 20, 1968

Miss Mildred Doyle
Superintendent
Knox County Schools
Knoxville, Tennessee

Dear Superintendent Doyle:

I would like to call your attention to a new pilot program for preparing school administrators at the University of Tennessee and invite your district to nominate a candidate for the program. The program has as its major objective preparing Negro and white experienced teachers and administrators for top level administrative positions. The program is at the Ed.S. level and will extend over the 1968-69 academic year, including the 1968 and 1969 summer sessions.

Participants will be selected from candidates nominated by superintendents and approved by their board of education. The program will seek to improve the technical, human and conceptual skills of each participant through involving him in sensitivity training, foundation courses, a humanities seminar, a behavioral science seminar, visits to exemplary schools, field related practicums, research design and problem analysis, a study of curriculum innovations, and a back-home internship.

Support for participants will include a $5,000 stipend from the Southern Education Foundation, tuition, books and supplies. It is our hope that an additional modest stipend can be provided to each participant from the sponsoring school district. Participants will be asked to file a declaration of intent to return to the sponsoring school district upon completion of the program. Sponsoring school districts will be asked to file a declaration of intent to promote their candidate to a responsible top level position. These matters will, of course, need to be worked out in conference with superintendents from participating districts.

The details I have included here are minimal and only intended to give you a quick overview of the program. May I have an opportunity to discuss this project more fully with you at your convenience?

Cordially yours,

Francis M. Trusty
Associate Professor and
Head of Department

FMT/mjd

April 24, 1968

Mr. Lee Thompson
Director of Personnel
Memphis City Schools
Memphis, Tennessee

Dear Mr. Thompson:

As I expressed to you on the telephone, I am keenly disappointed that the Memphis City School System will not participate with the University of Tennessee in a program for preparing Negro educators for top level positions in school administration. I recognize the difficulties that a system as large as Memphis has in altering its current operating procedures to facilitate a pilot program such as this. However, the efforts of the University of Tennessee, the Department of Educational Administration and Supervision, and the Southern Education Foundation to provide a program of support in the amount of $15,000 each for five Negro and white students over a period of fifteen months is a significant effort to get at the problems which our cities and school districts face in achieving harmonious racial integration.

As you indicated in your comments, anticipating the openings for well qualified administrators fifteen months in the future is difficult. However, I have no doubt that administrators will continue to be employed and administrative positions planned for during this period of time in the Memphis City Schools. Your own intern program attests to the validity of preparing in advance responsible leadership for critical administrative positions in a school system faced with a rapidly changing social order. To not take advantage of joint cooperative endeavors such as this inhibits the development of working relationships which are urgently needed.

May I urge you to reconsider this decision.

Sincerely yours,

Francis M. Trusty
Associate Professor and
Head of Department

FMT/mjd

cc - Mr. E. C. Stinbert
Dean E. C. Merrill

CITY OF JACKSON, TENNESSEE 38301

COMMISSION GOVERNMENT

DEPARTMENT OF EDUCATION
FRED V. STANDLEY, Superintendent
MRS. FAY BOYD HOLLEY, Curriculum Coordinator
MRS. JAMA CUNLIFFE, Office Manager
KENNETH WATLINGTON, Administrative Coordinator
CHAILLE C. MEEKS, Attendance Teacher

April 30, 1968

Dr. Francis M. Trusty
Department of Educational
Administration and Supervision
College of Education
University of Tennessee
Memphis, Tennessee

Dear Dr. Trusty:

It appears that we will be unable to avail ourselves of the grant for educational training, as provided through the University on the Southern Education Foundation Program.

After discussing several possibilities with Commissioner Langford the only deterrent in our way is the timing. I hope that by the end of the coming school year this element will have been removed and perhaps we will be able to participate in such a program in the future.

I sincerely appreciate your thoughtfulness in discussing this with me and realize the value that could have come to our system through such a program. Please keep us in mind for any future programs that might be developed at the University.

Sincerely,

Fred V. Standley, Superintendent
Jackson City Schools

bc

CITY OF JACKSON TENNESSEE 1822

May 7, 1968

Mr. Robert K. Sharp, Director
Equal Educational Opportunities
Program
State of Tennessee
Department of Education
Cordell Hull Building
Nashville, Tennessee 37219

Dear Mr. Sharp:

Thank you for your letter of May 3 indicating interest in our Southern Education Foundation Program for upgrading Negro and white administrators in integrated school systems. Your offer to assist is most appreciated. Possibly the following information will be of help to you and if there is any way in which we can cooperate in the identification of districts and the selection of candidates, I would certainly be most willing to do so.

I have mailed letters to the chief administrator in the following school systems: Knox, Hamilton, and Shelby Counties; Oak Ridge City, Greeneville City, Tullahoma City, Jackson City, Bristol City, Johnson City, Knoxville City, Nashville City, Chattanooga City, Memphis City, and Kingsport City. In each case, the superintendent was invited to identify and submit the names of qualified Negro and white candidates. In addition, I have met with the superintendent of schools in Nashville, Knoxville, Knox County, Memphis, Jackson City, and Shelby County. I will be meeting shortly with the Board of Education in Knoxville and with the superintendent of schools from Chattanooga to discuss possibilities. To date, the City of Memphis and Jackson City have indicated they will not participate in the program. In addition, a general newspaper release has been circulated and articles have appeared in the Memphis Commercial Appeal, South Pittsburgh Hustler, Kingsport News, Knoxville News Sentinel, Knoxville Journal, and McMinnville Southern Standard.

The program is a fifteen-month program beginning the middle of June, 1968 and going through the end of the summer session, 1969. It requires the selected participants to file a letter of intent indicating they will return to the school district from which they were selected. It also requires the district to submit a letter of intent indicating that they will accept the Fellow back into the school district and promote him to a higher level administrative position upon his return. In addition, we are requesting that each district underwrite the program to the extent of $2,000 by way of a stipend directly to the participant in order that each candidate will have a $7,000 living allowance during the fifteen month period of time. Some problems are posed as a result of asking the

district to commit themselves to promoting a person at the end of this program. This appears to be a problem which we are attempting to overcome. In each case, we are selecting experienced teachers or administrators who have a master's degree and have had public school teaching and/or administrative experience. Upon completion of the program, the person would receive an Educational Specialist Certificate and could apply the course work and experiences toward a doctoral degree if he so desired.

We are looking for mature candidates between the ages of 25 and 40 who are considered promotable by school districts, capable of being admitted to our advanced graduate program and further capable of profiting from an intensive program involving sensitivity training, administrative foundation work, a humanities seminar, a behavioral science seminar, course work in a variety of fields, and able to present himself and his ideas effectively before groups of people. We have a number of instruments we are using to ascertain the candidate's potential although because of the small number these are not really being used as screening devices.

I would welcome an opportunity to discuss the entire program with you and I certainly would appreciate any suggestions you have regarding districts and/or candidates in districts with whom you are familiar that you think would meet the criteria for admission to the program.

Sincerely yours,

Francis M. Trusty
Associate Professor and
Head of Department

FMT/mjd

THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
COLLEGE OF EDUCATION

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION
AND SUPERVISION

June 10, 1968

Mr. John H. Harris, Director
Davidson County-Nashville Schools
Nashville, Tennessee 38555

Dear John:

Your consideration in recommending a candidate for the Southern Education Foundation Fellowship Program here at the University of Tennessee is most appreciated. I talked with Mr. Patterson over the telephone regarding his interest in the program which he had thought of in regard to himself. The obvious age limitations and position level precluded further discussion of his personal interest. Mr. Patterson indicated he would be contacting you to recommend candidates if at all possible.

The program begins in two weeks and we now have four of our five candidates selected. We would like very much to have a candidate from the metro system, preferably a Negro to balance out our present Negro-white ratio in the program. Would it be possible for you to let me know within the next day or two the names of candidates you would be willing to have participate in the program?

John, I recognize that this is pressing and I apologize for this lack of sensitivity on my part. However, the program is one that can facilitate mutual cooperation between your district and the University and provides an excellent opportunity for fuller development of candidates whom you would be interested in assuming greater responsibility in your district.

With kindest regards, I remain

Sincerely yours,

Francis M. Trusty (JC)
Francis M. Trusty
Associate Professor and
Head of Department

FMT/mjd

Dr. Trusty - I've Tried in vain -
Sorry. Jack

May 22, 1968

Mr. George Barnes
Superintendent
Shelby County Schools
Memphis, Tennessee

Dear Mr. Barnes:

I am pleased to accept Mr. Sammie Lucas as a Fellow in the Southern Education Foundation Program sponsored by the Educational Administration and Supervision Department at the University of Tennessee.

I have forwarded to Mr. Lucas three copies of a Statement of Concurrence and Intent which is to be signed by yourself and Mr. Lucas. Please return the original signed copy to me for my files.

As I indicated in my letter to Mr. Lucas, there will be a special planning session on June 22 to which you are cordially invited to attend with Mr. Lucas. I hope you will be able to make that meeting. If not, perhaps a representative of the District could participate along with Mr. Lucas.

May I suggest that the $2,000 contribution of the District be paid directly to Mr. Lucas in equal monthly payments over the duration of the program. This will be the arrangement for the $5,000 provided by the Southern Education Foundation.

I am most pleased that on behalf of the Shelby County Schools you have agreed to participate in this program. I know it will increase Mr. Lucas' value to the District and he in turn will contribute measurably to the program.

If I can be of further assistance to you in regard to Mr. Lucas' program prior to its development on the 22nd, please feel free to contact me.

Cordially yours,

Francis M. Trusty
Associate Professor and
Head of Department

FMT/mjd

July 2, 1968

Mr. George Barnes
Superintendent
Shelby County Schools
Memphis, Tennessee

Dear Mr. Barnes:

The summer program for Sammie Lucas includes a two-week sensitivity training program, a special reading and conference seminar in the area of personnel administration, and a four-week long humanities seminar. He is currently enrolled in the first of these three phases. Upon completion of summer school on August 16, Mr. Lucas will be returning to your District for a month long back-home internship. He will need to be back on campus by the end of the second week in September for registration for the fall quarter.

May I suggest that during this back-home internship program consideration be given to helping him become acquainted with the broader aspects of district-wide administrative policies and practices. Possibly some of this time could be spent in the central office working with individual members of your administrative team helping him become familiar with school operation from their point of view. If there are specific assignments which you would like to make for this person to fulfill, this is also an appropriate part of his back-home internship. A major function of this phase of Mr. Lucas' program is to facilitate communication between Mr. Lucas and the school district regarding experiences he has participated in to date and to broaden his exposure to district-wide educational and administrative programs. I will be requesting each SEF Fellow to keep a daily diary regarding his activities back-home as a means of heightening his awareness of his own involvement in district affairs.

If your schedule permits, I would appreciate having an opportunity some time between September 4 and 11 visiting with you and Mr. Lucas regarding the nature of his experiences in the home district and to facilitate ways in which the program here at the University can enhance his potential contribution to your school district upon his return at the end of the program. A two or three hour conference would appear to be sufficient for this purpose. Would you suggest a day or two which might be used for this purpose if this is agreeable with you?

Sincerely yours,

Francis H. Trusty
Associate Professor and
Head of Department

FHT/mjd

cc - Mr. Sammie Lucas

July 22, 1968

Mr. Robert R. Wheeler
Board of Education Building
1211 McGee
Kansas City, Missouri

Dear Bob:

I very much appreciated having an opportunity to talk with you in Washington the other day about our program for the training of Negro administrators funded by the Southern Education Foundation. If I may, I would like to tell you a little more about the program and solicit your assistance in identifying a worthy candidate to round out the people who have already been selected to participate in the program.

The Southern Education Foundation approached our Department and requested that we submit a proposal for the preparation of Negro administrators for top level administrative positions in school districts. In response to that request, we developed a proposal which they subsequently funded. This proposal provides for the selection of three Negro educators and two white educators to participate in a fifteen month-long intensive training program. There are several important dimensions to that program. The candidates to participate are jointly selected by school districts and university personnel. These candidates must be able to meet entrance requirements for admission to the Graduate School at the University of Tennessee. Briefly this represents a "B" average and score at least at the fiftieth percentile level on the Graduate Record Examination. There are, as a part of the application procedure, recommendations to have completed by persons who know the candidate well and a transcript of graduate and undergraduate course work.

A unique facet of the program is that each candidate is asked to make a statement that upon completion of the fifteen month program he will return to his school district to assume an administrative position deemed suitable for his talent and experience and one which would be helpful to the school district. Although it was originally anticipated that candidates would assume top level line positions at the director of assistant superintendent level in central offices, modifications have been necessary. In each instance this has been resolved to the satisfaction of the University and the school district. The school district is asked to make a commitment to accept the candidate back into the school district in some administrative capacity reflecting an upgrading of the person's contribution to the school district and a reflection of his increased potential contribution to that district.

Financially speaking, the program provides for a stipend of $5,000 over a fifteen month period of time. In addition, we have asked each school district to make a contribution of an additional $2,000 to make a total stipend of $7,000 available to the candidate. In addition, the project provides for payment of full tuition and fees, $50 a quarter for books and resource materials, and travel money for specialized projects.

The program is developed around the thesis that selected candidates will already have their Masters Degree. The candidate, upon successful completion of the program, should receive the Educational Specialist Certificate. Work completed while on campus could apply toward a doctoral program if the candidate so wishes and is admitted to that program. Specific elements of the fifteen month program include a two-weeks Sensitivity Training experience, a two-week Administrative Seminar, a four-weeks Humanities Seminar featuring emphasis on art, drama, music, literature, two "back-home" internships (one an extensive approach, the other an intensive approach related to expected role assignment), involvement in School Planning Laboratory activities related to the development of physical facilities, participation in the Title IV Educational Opportunities Planning Center activities related to integration and desegregation planning, and participation in at least one national educational conference such as AASA, NASSP, etc.

In addition, each participate would be involved in a week long visit to an integrated school program to study and carry on dialogue with project directors as a means of gathering new insights to what could be done to facilitate quality integrated education. There will be a year-long Behavioral Science Seminar which participates will engage in course work related to research curriculum administration, personnel, and finance. Each student will be asked to present a series of papers setting forth appropriate ideas related to education and his focus upon those problems. These papers will be presented to faculty and student groups and the participate will be given an opportunity to defend and support his proposals. All these activities will take place during the first summer session and the following academic year. The second summer session (1969) will be devoted to participation in planning sessions for back-home activities, completion of Educational Specialist Certification requirements, Simulation Workshops, Conflict Management Seminars, and development of functional role assignments for the back-home school follow-up experience.

I am enclosing a rough draft outline to give you a picture of the scope sequence of the anticipated program. As you can see, we have already embarked on this program and now have four Fellows participating in it. Although a candidate from Kansas City would be entering the program late, I think there is ample justification to suggest that he would still be involved in almost all of the very meaningful kinds of activities. The project is one of the most highly funded we have had here at the University of Tennessee, and we have committed ourselves greatly to it. I would like very much to select candidates from large cities as opposed to small rural areas

and for this reason would hope that your school system would be able to participate in selecting a candidate for the program.

If you feel that a conference between myself and representatives of your administrative staff would be beneficial, I would be most happy to try and arrange my schedule to visit with you regarding this.

Again, it was a very real pleasure for me to meet and talk with you, Bob, and I look forward to hearing from you in the near future.

Cordially yours,

Francis M. Trusty

FMT:bh

October 8, 1968

Mr. J. H. Ward
Commissioner of Education
100-A Cordell Hull Building
Nashville, Tennessee

Dear Mr. Ward:

We have a Southern Education Foundation supported program at The University of Tennessee to train administrators without regard to race and to assist these future administrators in appreciating the problems of achieving racial integration in the schools.

At the present time there are four graduate students in this program. These students and myself would like to visit the State Department and talk with you and other members of your staff who can brief us on the legal, organizational, and administrative problems related to integrating the schools in Tennessee.

We would like to visit the State Department on the afternoon of October 17 and the morning of October 18, 1968, if this is convenient. We would certainly appreciate any assistance you can give us in planning this visit.

Sincerely yours,

F. H. Trusty
Associate Professor & Head
of Department

FHT:mr

October 21, 1968

Dr. Robert K. Sharp
Coordinator, Equal Educational
Oppprtunitŷes Program
State Department of Education
114 Cordell Hull Building
Nashville, Tennessee

Dear Dr. Sharp:

On behalf of the Southern Education Foundation fellows and myself allow me to express my appreciation to you and Dr. Doran for the time you spent with us and the insight you provided us regarding the role of the Equal Educational Opportunities Program of the State Department. As I indicated to you, I was not familiar with your program prior to last week. It is good to know that the State Department has a strong interest in improving the educational opportunities for children and this is reflected in the program you work with.

Again thank you very much for the insight and understanding you gave to us.

Sincerely yours,

Francis M. Trusty
Associate Professor & Head
of Department

FMT:mr
cc: Dr. J. Lewis Doran

THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
OFFICE OF THE VICE PRESIDENT
FOR
GRADUATE STUDIES AND RESEARCH

203 ADMINISTRATION BUILDING

AREA 615
TELEPHONE: 974-3466

November 4, 1968

Dr. Francis M. Trusty, Head
Department of Educational Administration
and Supervision
Campus

Dear Dr. Trusty:

This is to inform you that we will allocate for the period June 1, 1969, to August 31, 1970, the amount of $3,000 from our non-service fellowship fund to provide two fellowships under the program for "Continuing the Development and Implementation of a Pilot Program to Prepare Negro Administrators for Top-Level Administrative Positions." This allocation is, of course, contingent upon the award of a grant from the Southern Education Foundation in line with your application which I signed on November 1.

Sincerely,

Hilton A. Smith

Hilton A. Smith
Vice Chancellor
Graduate Studies and Research

HAS:jdk

CC: Mrs. Mary Markarian

SEF Program (Send in)

ASBERRY B. BUTLER, JR.
Attorney And Counselor At Law

VENMAR BLDG.
4902 SCOTT STREET
PHONE JA 9-2408
HOUSTON, TEXAS 77004

December 18, 1968

Mr. Asberry B. Butler, Jr.
Venmar Building
4902 Scott Street
Houston, Texas 77004

Dear Mr. Butler:

I appreciated very much the opportunity of participating in the all Black Elected Officials Conference in Atlanta. It was also very enjoyable having a chance to meet you and other participants in the conference. I am sure my insight increased considerably as a result of the dialog we had together.

I am enclosing a copy of my proposal fo the Southern Education Foundation for renewed financing for the purpose of preparing Negro educators for top-level administrative positions in the public schools. The Southern Education Foundation will be notifying me in February or March whether they will refund the project. If they do, I will be asking for people like yourself to recommend candidates for the program. Your interest and concern is most appreciated.

Cordially yours,

Francis M. Trusty
Associate Professor
Head of Department

FMT:mr
encl.

THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
COLLEGE OF EDUCATION

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION
AND SUPERVISION

January 3, 1969

The Department of Educational Administration and Supervision of the University of Tennessee has submitted a proposal to the Southern Education Foundation for continuation of a current pilot project for preparing Negro educators for top-level administrative positions in the public schools.

The proposed program is somewhat unique in that it provides for a variety of unusual experiences not typical to educational administrator preparation programs. It provides for sensitivity training, a humanities seminar, a behavioral science seminar, back-home internships, visits to exemplary integrated school programs, attendence at national administrative conferences, participation in School Planning Laboratory activities, as well as regular coursework.

My purpose here is to alert you to a request which will be forwarded to you if the program is funded. Some time in February or March the Southern Education Foundation will notify us regarding the funding of our proposal. If it is funded, I will be requesting that you nominate qualified candidates to participate in the program. Hopefully you will be in a position to do so. Each participating district will be asked to provide a small measure of support for the program. This would be in the form of limited direct aid to the fellow selected. Most of the fellow's stipend including tuition, fees, books, travel expense, etc., would be provided by the Southern Education Foundation.

A major facet of the program includes district nomination of an outstanding Negro educator whom the district would be willing to promote to an administrative position within the district upon completion of his program. The program is fifteen months in duration and would involve the 1969 summer, the 1969-70 school year, and the 1970 summer session. The selected candidates would be available for permanent assignment in their home district in the Fall of 1970.

Although this announcement may be premature, I hope it will alert you to the possibility of participating in the program if it is funded. Certainly your interest and concern is most appreciated. I would be most happy to answer your correspondence regarding the program.

Sincerely yours,

Francis M. Trusty
Head, Department of Educational
Administration

FMT:ar

F. 'lt
SEF

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
ATLANTA, 30334

June 24, 1969

JACK P. NIX
STATE SUPERINTENDENT OF SCHOOLS

ALLEN C. SMITH
DEPUTY STATE SUPERINTENDENT OF SCHOOLS

Dr. Francis M. Trusty
Associate Professor & Head
Department of Educational
Administration & Supervision
College of Education
The University of Tennessee
Knoxville, Tennessee 37916

Dear Dr. Trusty:

Dr. Jack P. Nix, State Superintendent of Schools, has requested that I write to you in response to your letter of June 11 with reference to the availability of sources of financial support for outstanding students who might be interested in advanced graduate study at the University of Tennessee.

At the present time, we do not have persons on our staff who are in position to avail themselves of the opportunities described in your letter. We are calling this information to the attention of the members of our staff in Atlanta and in the field and if we learn of individuals who may be interested in such opportunities, we will suggest that they write directly to you.

Sincerely,

Allen C. Smith
Deputy State Superintendent of Schools

ACS:bb

APPENDIX B

COURSES TAKEN BY SEF FELLOWS

COURSES TAKEN BY SEF FELLOWS

Educational Administration & Supervision

5130 - Administration of Education

5220 - Basic Theories of Educational Administration

5758 - Problems in Educational Administration: School Law

5981 - Behavioral Science Seminar

5510 - The Supervision of a School Program

5983 - Race Relations Seminar

5997 - Organizational Theory

5290 - Role of the Educational Administrator in Community School Development

5240 - The Administration of a Small School

5995 - Sensitivity Training

5757 - Simulation Workshop

5830 - School Finance

5984 - Seminar in the Humanities

5991 - Humanities

5910-20-30 - Problems in Lieu of Thesis

5759 - Problems in Educational Administration: Supervision

5755 - Problems in Educational Administration: Personnel

6460 - Personnel Problems

5758 - Problems in Educational Administration: School Law

Curriculum and Instruction

5640 - Newer Trends in Elementary Education

5320 - Diagnosis and Correction of Reading Difficulties

5800 - Seminar in Cooperative Curriculum Research

5580 - Curriculum Planning at the Local School Level

Sociology

4510 - Urban Society

4820 - American Minority Ethnic Groups

4320 - Urban Problems

4310 - Deviant Social Behavior

5420 - Social Theory

Office Administration

4710 - Punched Card Methods

4750 - Electronic Data Processing

APPENDIX C

CONFERENCES AND VISITATIONS PARTICIPATED IN BY SEF FELLOWS

CONFERENCES AND VISITATIONS

FELLOW	CONFERENCE OR VISITATION
Cooper , Leo	Visit to exemplary school programs - Memphis; St. Louis, Missouri; Lexington, Kentucky. Visit to Tennessee State Department of Education. National Association of Secondary School Principals Conference, 1969.
Collins , Wendell	Visit to exemplary school programs - Memphis; St. Louis, Missouri; Lexington, Kentucky. Visit to Tennessee State Department of Education. National Association of Secondary School Principals Conference, 1969. Visit to innovative school systems - Durham and Charlotte, North Carolina.
Conley , Houston	Visit to innovative school systems - Durham and Charlotte, North Carolina. Visit to U. S. Office of Education. Visit to Denver Public Schools. Conference on Adult Education, 1969.
Lucas , Sammie	National Conference of Professors of Educational Administration, 1969. Visit to Tennessee State Department of Education National Association of Secondary School Principals Conference, 1969.

FELLOW	CONFERENCE OR VISITATION
Lucas, Sammie (continued)	Visit to exemplary school programs - Memphis; St. Louis, Missouri; Lexington, Kentucky. Southern Regional Conference on Educational Administration.
Prince, Jim	Visit to Tennessee State Department of Education. Visit to exemplary school programs - Memphis; St. Louis, Missouri; Lexington, Kentucky. National Association of Secondary Principals Conference, 1969.

APPENDIX D

STATEMENT OF CONCURRENCE AND INTENT

STATEMENT OF CONCURRENCE AND INTENT

_____School District, located in _____

_____, approves _____ as a candidate for the University of Tennessee Southern Education Foundation Fellowship and agrees to participate fully in those aspects of the program which require the cooperation of the local school district. Specifically, the district will contribute a sum of two thousand dollars ($2,000.00) to the support of _____ over the period beginning June 20, 1968 and ending August 31, 1969. Further, the district grants to _____ a leave of absence from the district for the period of time covered by this agreement. Upon successful completion of the program, serious consideration will be given to the placement of _____ _____ in an appropriate and responsible administrative position within the school district. The district will cooperate with the candidate and the University in carrying out research related to the Southern Education Foundation Fellowship Program, assist the candidate in having meaningful internship experiences, and participate in on-campus learning experiences of the candidate when this is appropriate and possible.

Upon successful completion of the program, _____ agrees to return to _____for a period of at least two years in an appropriate and responsible administrative position within the school system. The Educational Administration and Supervision Department of the University of Tennessee agrees to provide an educational training program for _____ at the Educational Specialist level over the period of time covered by this agreement.

Date _____

Signed_____
Superintendent of Schools

Signed_____
SEF Fellow

Signed_____
Head, EA&S Department

APPENDIX E

BOOKS PURCHASED BY SEF FELLOWS

BOOKS PURCHASED BY SEF FELLOWS

Abraham Lincoln. D. W. Brogan.

Administration of School and College Health and Physical Education Programs. C. Bucher.

Administrative Behavior in Education. R. F. Campbell and R. T. Gregg.

The Age of Analysis: Twentieth Century Philosophers. M. White, editor.

All the King's Men. R. P. Warren.

The American Highschool Today. J. B. Conant.

An American Dilemma. G. Myrdal. (revised edition).

An American Dilemma: Negro Social Structure, Vol. II. G. Myrdal, et al.

Assessment of Human Characteristics. E. L. Kelly.

Authority and Freedom in Education. P. Nash, et al.

Behavior Disorders: Perspectives and Trends. O. Milton and R. G. Wahler, editors.

Between Man and Man. M. Buber.

Beyond Left and Right: Radical Thought for Our Times. R. Kostelanetz, editor.

Billy Budd and Other Tales. H. Melville.

Black Bourgeoisie. F. E. Frazier.

Black Like Me. J. H. Griffin.

Black Metropolis: A Study of Negro Life in a Northern City, Vol. II. H. Clayton and St. C. Drake.

Black Power: The Politics of Liberation in America. S. S. Carmichael and C. V. Hamilton.

Black Rage. W. H. Grier and P. M. Cobbs.

Black Theology and Black Power. J. H. Cone.

Cat in the Hat. D. Seuss. Translated by J. Wallier and C. Rivera.

Causes of Behavior: Readings in Child Development and Educational Psychology. J. F. Rosenblith and W. Allinsmith.

Change in School Systems. G. Watson, editor. National Training Laboratories.

The Changing Secondary School Curriculum: Readings. Alexander.

The Child and His Curriculum. J. M. Lee and D. M. Lee.

Children Who Hate: The Disorganization and Breakdown of Behavior Controls. F. Redd and D. Wineman.

The Child, the Parent and the State. J. B. Conant.

City and Suburb: The Economics of Metropolitan Growth. B. Chinitz, editor.

City Planning Process: A Political Analysis. A. A. Altshuler.

Civilization and Its Discontents. S. Freud. Translated by J. Strachey.

Civil Rights and Civil Liberties. G. Leinward, editor.

Classroom Questions: What Kinds. N. M. Sanders.

Compulsory Mis-Education; Community of Scholars. P. Goodman.

Concepts for Social Change. G. Watson, editor. National Training Laboratories.

The Conditions of Learning. R. M. Gagne.

Contemporary Social Problems: An Introduction to the Sociology of Deviant Behavior and Social Disorganization. R. K. Merton and R. A. Nishet, editors.

Cooperative Curriculum Improvement. J. Verduin, Jr.

Crime and Punishment. Dostoyevsky.

Crime and the Legal Process. W. J. Chambliss.

Dark Ghetto. K. B. Clark.

Data Processing. H. P. Hartkemeier.

Death of a Salesman. A. Miller.

Democracy and Education. J. Dewey.

Democracy in America. A. De Tocqueville. J. P. Mayer, editor. Translated by G. Lawrence.

Dialogue on Education. R. Theobald, editor.

Dilemmas of Urban America. R. C. Weaver.

Division Street: America. S. Terkel.

Dynamics of Groups at Work. H. A. Thelen.

Educational Administration. B. M. Sachs.

Educational Planning. D. Adams, editor.

Educational Research: An Introduction. W. R. Borg.

Educational Statistics: Use and Interpretation. W. J. Popham.

Educational Systems Analysis. T. W. Banghart.

The Effective School Principal. P. B. Jacobson, et al.

Eighth Day. T. Wilder.

Emile. T. Ungerer.

Ethics. Aristotle. Translated by J. A. Thompson.

Excellence: Can We Be Equal and Excellent Too. J. W. Gardner.

Executives under Fire. C. Burger.

Experimental Design in Psychological Research. A. L. Edwards.

Experimental and Quasi-Experimental Designs for Research. D. T. Campbell and J. C. Stanley.

"The Exploding Metropolis." Fortune Magazine, editors.

Financing the Public Schools. R. L. Johns and E. L. Morphet.

Following the Color Line: American Negro Citizenship in the Progressive Era. R. S. Baker.

From Plantation to Ghetto: An Interpretive History of American Negroes. Meier and Reedwick. A. D. Donald, editor.

From Race Riot to Sit-In: 1919 and the 1960's. A. I. Waskow.

Galileo. B. Brecht. E. Bentley, editor. Translated by C. Laughton.

Games People Play. E. Berne.

The Ghetto. L. Wirth.

Go Tell it on the Mountain. J. Baldwin.

Great Ascent: The Struggle for Economic Development in Our Time. R. L. Heilbroner.

Growing Up Absurd. P. Goodman.

Guide to Social Studies Teaching. L. S. Kenworthy.

The Hidden Dimension. E. T. Hall.

Hooked on Books: Program and Proof. D. N. Fader and E. B. McNeil.

How Children Fail. J. Holt.

How Children Learn. J. Holt.

Human Variation: An Introduction to Physical Anthropology.

I and Thou. M. Buber.

Individualizing Learning through Modular Flexible Programming. G. Petrequin.

Intergroup Relations for the Classroom Teacher. C. Epstein.

Introduction to Jurisprudence, with Selected Texts. D. Lloyd.

Lawyers. M. Mayer.

Learning. J. C. Jones.

Learning to Work in Groups. M. B. Miles.

Living with Children: New Methods for Parents and Teachers. G. R. Patterson and M. E. Guillion.

Lonesome Cities. R. McKuen.

Lord of the Flies. W. Golding.

Making Urban Schools Work: Social Realities and the Urban School. M. Fantini and G. Weinstein.

Malcolm X. J. H. Clarke.

Malcolm X Speaks. Malcolm X. G. Breitman, editor.

Man Alone: Alienation in Modern Society. E. Josephson and M. Josephson.

Managing School Indebtedness. D. H. Stollar.

63

A Man for All Seasons. R. Bolt.

Measurement and Evaluation in the Classroom.

Middletown in Transition: A Study in Cultural Conflicts. R. S. Lynd and H. M. Lynd.

Militant South. J. H. Franklin.

The Mind of the South. W. J. Cash.

Modern Elementary Curriculum. W. B. Ragan and C. B. Stendler.

Modern Organizations. A. Etzioni.

Montessori: Method. M. Montessori.

The Naked Ape. D. Morris.

The Nature of Prejudice. G. W. Allport.

Negro American. T. Parsons and K. B. Clark, editors.

Negro Church in America. E. F. Frazier.

The Negro in the City. G. Leinwond, editor.

The Negro Novel in America. R. A. Bone.

Negro Revolt. L. E. Lomax.

New Look at Education: Systems Analysis in Our Schools and Colleges. J. Pfeiffer.

New Priorities in the Curriculum. L. M. Berman.

Nicholas and Alexandra. R. Massie.

Nongraded Elementary School. J. I. Goodlad and R. H. Anderson.

The Non-graded School. National Education Association Elementary Schools.

Of Love and Dust. E. J. Gaines.

On Aggression. K. Lorenz.

The Once and Future King. T. H. White.

Organizational Behavior. P. Applewhite.

Organizational Psychology. B. M. Bass.

Organizational Society. R. Presthus.

"Perceiving Behaving, Becoming: A New Focus on Education". Association for Supervision and Curriculum Development Yearbook.

Person Perception and Interpersonal Behavior. Tagiuri and Petrullo, editors.

Personnel: A Behavioral Approach to Administration. L. C. Megginson.

Perspectives on Educational Change. R. I. Miller, editor.

The Peter Principle: Why Things Always Go Wrong. L. J. Peter and R. Hull.

Philosophy of Education. J. Dewey.

Phonics. A. S. Artley.

The Plague. A. Campus.

Pogo a la Sundae. W. Kelly.

Political Power and Educational Decision-Making. R. B. Kimbrough.

The Prince. N. Machiavelli.

Principles of School Law. R. L. Drury and K. C. Ray.

Process of Management: Concepts, Behavior and Practice. W. Newman, et al.

Process of Education. J. S. Bruner.

Professional Student Teaching Programs. E. C. Merrill.

The Progress of Management: Process, Behavior and Operations Research, a Book of Readings. Lazarus and Warren, editors.

The Psychological Foundations of Education. M. Bigge and M. P. Hunt.

Psychological Testing: Theory, Interpretation, and Practices. N. Gekoski.

Psychology and Learning. R. Borger and A. E. Seaborne.

Racial and Cultural Minorities: An Analysis of Prejudice and Discrimination. G. E. Simpson and J. M. Yinger.

Racial Crisis in America: Leadership in Conflict. L. Killian and C. Grigg.

Reading Difficulties: Their Diagnosis and Correction. G. L. Bond and M. A. Tinker.

Readings in Psychological Tests and Measurements. W. L. Barnette, Jr., editor.

Readings in the Foundations of Education. W. F. Connell, editor.

Rebellion in a High School. A. L. Stinchcombe.

Reflective Thinking: The Method of Education. H. G. Hullfish and P. G. Smith.

The Republic. Plato. Translated by H. D. Lee.

The Republic and Other Works. Plato. Translated by B. Jowett.

Research for the Practitioner in Education. National Education Association, Research Division.

Research Methods in Social Relations. C. Sellitz, et al.

Rhetoric of Black Power. R. L. Scott and W. E. Brockriede, editors.

Rights in Conflict (The Walker Report). D. Walker.

Road to Reunion, 1865 - 1900. P. Buck.

Roget's University Thesaurus. P. M. Roget. C. O. Mawson, editor.

School Business Administration. K. F. Jordan.

School Organization: Theory and Practice. M. P. Franklin.

Schoolhouse in the City. A. Toffler.

School Personnel Administration. C. W. Fawcett.

School Personnel and In-Service Training Practices. L. Steig and E. Frederick.

Schools without Failure. W. Glesser.

Science and the Modern World. A. N. Whitehead.

Secondary School Administration. L. W. Anderson and L. A. Dyke.

Secondary School Curriculum Improvement: Proposals and Procedures. J. L. Trump and D. F. Miller.

Self-Renewal: The Individual and the Innovative Society. J. W. Gardner.

Shoot-Out in Cleveland: Black Militants and the Police: July 23, 1968. L. Masotti and J. R. Corsi.

Siddhartha. H. Hesse. Translated by H. Rosner.

The Silent Language. E. T. Hall.

Social Learning and Personality Development. Bandura and Walters.

Social Psychology of the Work Organizations. A. S. Tannenbaum.

The Social Sciences. D. C. Marsh.

Social Statistics. H. M. Blalock.

Social Studies for Children in a Democracy. J. U. Michaelis.

Primary Grades Social Studies Book I. 1957. Teachers' Publications.

Society. R. E. Park.

Society, Crime and Criminal Careers: An Introduction to Criminality. D. C. Gibbons.

Sociological Theory. N. S. Timasheff.

Soul on Ice. E. Cleaver.

Souls of Black Folk. W. E. DuBois.

Statistics for Decisions: A Tool for Everybody. L. A. Bernstein.

The Stranger. A. Camus

Stride Toward Freedom. M. L. King

Structure and Dynamics of Organizations and Groups. Eric Berne

Student Personnel Work in Higher Education. Kate Mueller

Studying History: How and Why. R. V. Daniels

Supervision.

Supervision for Better Schools. Kimball Wiles

Survey Research.

Symbol Status and Personality. S. I. Hayakawa

Teacher and Taught. Ronald Grass

Teaching and Learning.

Teaching in a World of Change. Anderson.

Teachings Diagnosis and Prescription.

The Technology of Teaching. Frederic Burrhus Skinner

Tell Me How Long the Train's Been Gone. J. Baldwin

Ten Blocks from the White House. B. W. Gilbert

Theban Plays. E. F. Watling

Thesis and Disseratation Manual. University of Tennessee Graduate School

Thoreau. Henry David

Three Negro Classics. B.T. Washington; W.E. DuBois; J.W. Johnson

The Token Economy: A Motivational System for Therapy and Rehabilitation. T. Ayllon and N. H. Azrin.

The Transparent Self. Sidney M. Jourard

The Trial. Kafka

Uncommitted. Kenneth Keniston

Understanding Media. Herbert M. McLuhan

Unobtrusive Measures. Eugene J. Webb

The Urban Complex. R.C. Weaver

Urbanism in World Perspective. S. Fava

The Urban Pattern. Gallion

Urban Politics and Problems. H.R. Mahood

Urban Society. W. E. Cole

U. S. Riot Commission Report.

Walden II. B. F. Skinner.

Who Speaks for the Negro. R.P. Warren

Working with Student Teachers. Florence B. Stratemeyer

The World Educational Crisis. Philip H. Coombs

Wretched of the Earth. F. Fanon

Write Me In. Dick Gregory

You Can't Go Home Again. Thomas Wolfe.

APPENDIX F

GRANT REQUEST FOR ACADEMIC YEAR PROGRAM
FROM THE SOUTHERN EDUCATION FOUNDATION

GRANT REQUEST FOR ACADEMIC-YEAR PROGRAM
From
Southern Education Foundation
1968-69

1. Requesting Institution or Organization The University of Tennessee

2. Address and Telephone Number Knoxville, Tennessee Phone: 974-2214

3. Title of Program Development and Implementation of a Pilot Program to Prepare Negro Administrators for Top Level Line Positions

4. Name and Title of Responsible Individual Francis M. Trusty, Head, Department of Educational Administration and Supervision

5. Period Covered June 1, 1968 - August 31, 1969

6. Previous Support for Similar Projects from SEF None

7. Previous Support for Similar Projects from Other Sources (federal, state, private) None

8. General Description (use page two) See attachment

9. Budget (use page three) See attachment

10. Total SEF Grant Requested $36,500.00

    $ 7,500 amount needed for first payment by date March 15, 1968

    $ 8,500 amount needed for second payment by date July 15, 1968

    $ 8,500 amount needed for third payment by date November 15, 1968

    $ 8,500 amount needed for fourth payment by date March 15, 1969

    $ 3,500 amount needed for fifth payment by date June 15, 1969

11. To Whom Should Payment be Made The University of Tennessee

Date _____ Signature _____

BUDGET

	S.E.F.	UT or OTHER
DIRECT COSTS:		
A. Personnel:		
1. One Project Co-ordinator (½ time for 15 months)	$ 3,888.89	$ 7,777.78
2. Secretary (¼ time for 15 months @ $4000 per annum)	1,249.99	-0-
3. Five S.E.F. Fellowships @ $5000	22,000.00	3,000.00
Five S.E.F. Fellows' salaries charged to Participating Districts	-0-	10,000.00*
4. Consultants (5 days @ $100 per day)	-0-	500.00
Sub-total (A)	$27,138.88	$21,277.78
B. Fringe Benefits:		
1. Project Director and Secretary	513.89	777.78
C. Travel:		
1. Fellow Travel (to participating districts and to visit exemplary programs)	2,000.00	-0-
2. Staff Travel (school district contacts and recruitment of Fellows)	450.00	-0-
Staff Travel (to innovative and exemplary school districts)	400.00	-0-
3. Consultant Travel (2 trips @ average cost of $150)	300.00	-0-
Sub-total (C)	$3,150.00	$ -0-
D. Supplies and Materials for Office:	50.00	-0-
E. Communications: (Long distance telephone, announcements, mail, etc.)	197.23	-0-

*Participating school districts will be asked to contribute $2000 toward the support of the Fellow selected from their district.

BUDGET

	S.E.F.	UT or OTHER
DIRECT COSTS (cont'd)		
F. Services:		
1. Duplicating, etc.	100.00	-0-
2. Cost of final report	100.00	-0-
Sub-total (F)	$ 200.00	$ -0-
G. Equipment and Furniture Rental:		
1. Calculator, desks, etc.	400.00	-0-
H. Tuition, Books, and Supplies:		
1. Tuition ($120 per quarter per Fellow for 4 Fellows; $240 per quarter for 1 Fellow)*	3,600.00	-0-
2. Books and Supplies ($50 per quarter per Fellow)	1,250.00	-0-
Sub-total (H)	$ 4,850.00	$ -0-
TOTAL ESTIMATED COSTS:	$ 36,500.00	$ 22,055.56

*This tuition figure anticipates a $15 per quarter increase in the 1968-69 school year, and further anticipates that at least one of the Fellows will be from out of State.

APPENDIX G

PROJECTED FINAL FINANCIAL STATEMENT TO THE SOUTHERN EDUCATION FOUNDATION

PROJECTED EXPENDITURES FOR GRANT NUMBER 68-69: 47

	Amount Allocated	Amount Expended	Difference
Personnel	$ 5,139.00	$ 6,088.97	(949.97)
Consultants	0.00	225.00	(225.00)
Stipends	22,000.00	21,199.76	800.24
Tution	3,650.00	3,030.00	620.00
Supplies	1,250.00	1,660.82	(410.82)
Publications	0.00	148.54	(148.54)
Travel	3,150.00	3,361.40	(211.40)
Staff Benefits	514.00	61.49	452.51
Other	397.00	7.28	389.72
Equipment	400.00	556.74	(156.74)
Preparation of Final Report	0.00	160.00	(160.00)
TOTALS	$36,500.00	$36,500.00	0.00